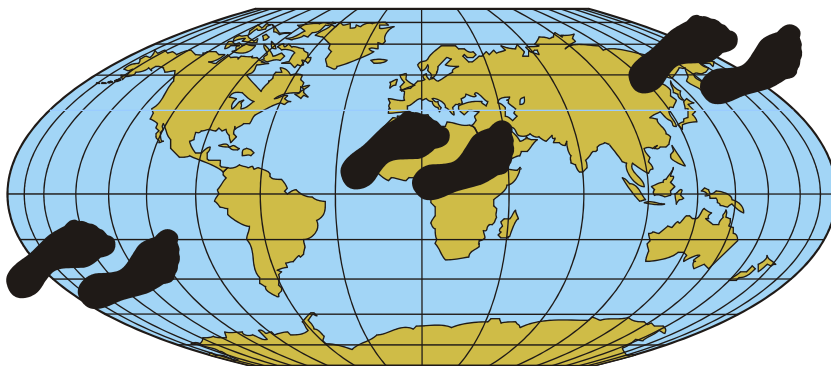


Next Step en Français

Teacher Lesson Guide



ETV
Instructional Television
South Carolina Department of Education



Next Step en Français

Teacher's Lesson Guide

*Take a step across the ocean,
Take the first step over the sea.
The French people everywhere
wait for you and me.*

*But how do we understand them?
How do we know what they say?
They speak another language,
Have different customs and days.
But still they're just like we are
whether young or old.
The first step to understanding is...
the Next Step en Français*

Next Step en Français

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Next Step en Français **Teacher Guide**

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Note to Teachers:

This lesson guide is written for teachers who have little or no knowledge of the language and are not trained to teach a foreign language. Read the introductory materials to help understand why and how to teach a foreign language in the elementary grades. Suggestions are given as to how a regular classroom teacher can provide this valuable second language instruction to his/her students.

Since the purpose of **Next Step en Français** is exposure to the French language, the major portion of the ten video lessons is totally in French. Some teachers and students may be overwhelmed when viewing the programs for the first time. Teachers need to preview the video programs before showing them to their students so they can be familiar with the format of the program and the individual segments. They should review the vocabulary list and the guide material for each lesson very carefully before and after previewing the programs.

Use this lesson guide and the other accompanying components to take the greatest advantage of the Next Step series and to maximize your student's learning. Teaching and learning a second language can and should be fun for everyone involved. **Next Step en Français** can help you meet this challenge.

Introduction to Next Step en Français

Parlez-vous français? For many adults these were some of the first words they learned in a foreign language during their high school years. Now language experts, educators, and parents realize that children need to be exposed to a second language as early as possible using new and exciting teaching methods.

What is Next Step en Français?

Next Step en Français is an introductory course for young students in French. The ten video lessons were designed to make learning French fun as a group of children learn French from their neighbor who has just moved from France. In keeping with guidelines for the teaching of foreign language, this new neighbor only speaks French to the children as she teaches them. Through the use of graphics, music, and fast-paced video segments in addition to the native speaker/children scenarios, words are presented in context. Emphasis is on the "spoken" word rather than the "written" word. Cultural components are an integral part of each lesson.

What are the Program Components?

Ten Fifteen-Minute Video Lessons

Next Step en Français Again Video Lessons

Teacher's Lesson Guide

Audio Cassette of Vocabulary and Songs

Who can use Next Step en Français?

This video series and its other program components were designed to assist schools and teachers to provide their students with instruction in a second language during the primary grades. Teachers do not need to speak French or have experience in any foreign language instruction to use this video series. It was developed specifically for schools which would not be able to offer an elementary foreign language in any other way.

Elementary foreign language teachers can also use this series by adapting the programs for use in their lessons, as supplemental lessons for use by the regular classroom teacher, or to use when the foreign language teacher is unable to hold classes. The series can be used in segments, as review or as an introduction in such classes.

Why should I use Next Step en Français?

Parents, educators, curriculum specialists, and foreign language advocates have long requested foreign language programs for elementary grades, and many states are developing curriculum frameworks or requirements for elementary school foreign language instruction. Unfortunately, most elementary schools do not have certified foreign language teachers nor do they have teachers who have foreign language training. Instructional television is an equitable and readily available

delivery system for foreign language instruction. Distance learning is certainly an effective means of foreign language instruction, but it is not the best delivery system for most elementary grades because elementary teachers prefer to use taped programs at their own schedule rather than commit to a specific daily time. Produced video programs can be shown at any time during the school day. They present foreign language instruction that meets many different learning styles and is exciting and fun for students.

The **Next Step Elementary Foreign Language Program** has been designed to meet these needs. It is communication-based using a thematic center which allows a balance among the basic goals of culture, subject content and language-in-use. The content-based approach draws from and reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communicative contexts that carry significance to the student. Culture is integrated into all learning.

How is language taught in Next Step en Français?

In keeping with widely accepted elementary foreign language guidelines, target language instruction will be consistently conducted in the target language. This allows the learners to be active constructors of meaning rather than just passive receivers of vocabulary. It is extremely important that children hear the language even if they do not understand all of the words. They learn much from this immersion into the language. Gestures, pictures, and objects are constantly used in the lessons to make the language concrete. A complete understanding of the vocabulary is not necessary at this stage of language acquisition. Students hear the language spoken, then they begin to speak the language. Comprehension, rather than speaking, is emphasized at beginning stages of the program shadowing the process of first-language acquisition.

Each of the ten fifteen-minute video lessons includes several segments: the storyline of a native speaker teaching her native language to some young neighbors, songs which review vocabulary, visits to actual places which are used in the storyline, classroom scenes with children using the language, graphics, and repetition/review sequences. All vocabulary is taught in context and is repeated several times and used in conversation before the written word is shown. There is continuous review of previous vocabulary in most lessons. At the end of each lesson, students are given the opportunity to repeat the emphasized vocabulary words.

Many words are presented in each lesson and a classroom teacher can emphasize only those words that are most appropriate for his or her students. Reading and writing will be used in guide activities as communicative tools, as appropriate to the age and interest of the learners. Grammar will be presented in context for usage rather than analysis since, in the elementary grades, grammar for its own sake is not the object of instruction. Suggested activities will integrate the language into other areas of the curriculum. The activities will be in keeping with the national standards and FLES programs.

Curriculum Overview

Goal: The goal of the **Next Step Elementary Foreign Language Program** is to make the students' first exposure to a second language an exciting experience for both the students and their teacher. Exposure to the language is the major purpose of the lessons.

Lesson Titles and Topics Covered

Lesson 1...***Meeting Again***

Introductions, greeting situations, the family

Lesson 2...***Visiting My House***

House (rooms and furniture)

Prepositions of location

Lesson 3...***Buying Groceries***

Food (making a pie)

Numbers and colors in context

Silverware pieces

Lesson 4...***Growing Up Healthy***

Action verbs

Parts of the body

Lesson 5...***Choosing a Present***

Shapes

Sports and activities

Lesson 6...***Playing with Animals***

Farm animals and pets

Action verbs

Lesson 7...***Learning at My School***

School items, classes

Lesson 8...***Places in Town***

Buildings and people seen in community

Prepositions of location

Lesson 9...***Zoo Animals***

Wild animals

Geography

Lesson 10...***Celebrating with Friends***

Nature, sports, birthday

Next Step en Français Program Components

Introduction to the Program Components

Next Step en Français Video Lessons

Ten fifteen-minute video lessons that were designed to teach specific vocabulary words in context while allowing viewers to hear the language being spoken. There are review segments and songs used to extend the understanding of the emphasized vocabulary words.

Next Step en Français Again Video Lessons

These 10 to 14-minute video lessons are designed to be used for review by teachers who are not comfortable with the language and feel they need a little extra assistance with follow-up activities. These lessons were taped with a foreign language teacher who uses a mixture of French and English in the review and follow-up. After these short review lessons, the classroom teacher can continue with activities suggested in the lesson guide.

Teacher's Lesson Guide

The Teacher's Lesson Guide is a critical component of the entire program. There are suggestion for introductory activities before viewing the video lesson, a description of the video lesson, follow-up activities for after viewing the video lesson, and supplemental activities. Suggestions for use of the other program components are also included.

Audio Cassettes of Vocabulary and Songs

Audio tapes will be available to provide extra opportunities to listen to and to practice vocabulary words and sentences. The songs used in the programs will also be included. These tapes will be suggested for before and after viewing activities.

Using the Program Components

In order to use the program components, teachers and students should understand the meaning of the following:



Whenever the footsteps are seen, this means that the students should repeat what has been said. SEE FEET, REPEAT.

Teaching a Foreign Language in a Regular Elementary Classroom Setting

Foreign language teachers in the elementary school are trained to teach languages in a specific way as recommended by the Teachers of Foreign Languages, State Curriculum Frameworks and National Standards for the Teaching of Elementary Foreign Languages. This is certainly the best way to present language instruction, but unfortunately everyone is not now able to provide this type of instruction. As a non-trained foreign language teacher and a non-speaker of the language, you will need to adapt some of the recommended methods for use in your classroom.

Suggestions Adapted for the Regular Classroom

1. Listening to the Target Language...Language Listening Center

In EFL classes there is a time when only the target language is spoken. This change in languages is indicated by the turn of a sign or the display of a flag. Provide opportunities for your students to listen to the target language and to practice speaking the language whenever possible. A language center or table with a tape recorder equipped with listening stations would provide such opportunities. Decorate the language center with flags and pictures from the country. The Next Step Audio Cassette Tape, purchased audio tapes of stories in the target language, or tapes made by a parent or other native speaker could be used in this center.

2. Experience the Target Language...Video Tapes in the Language

Show video tapes of simple stories or songs with the audio track in the target language (such as those from the ***Lyric Language*** series offered by some instructional television stations). These are also available from educational stores and foreign language instructional materials catalogues. Be careful of violating copyright laws by showing video tapes which do not have classroom performance rights. It is always best to purchase videotapes from companies which can supply such rights.

3. Share Cultural Experiences...Visitors, Field Trips, Travel Videos

Share cultural experiences by inviting visitors to the class who have traveled to the country, can speak the language, can tell stories, or do crafts related to the country. There may be a restaurant or grocery store associated with that country near your school you could visit. Cook meals from the country. The music and art teacher in your school can do music and art activities related to the country. Travel agencies may have videos and other materials about the country they would share with your class.

4. Practice the Target Language...Use High School Language Students as Tutors for Your Students

Work with your local high school's or college's foreign language department to create a partnership with your class and second or third year language students. These students could provide your students with a valuable learning opportunity while providing the older students an opportunity to practice their use of the language. If the middle or high school in your area has a foreign language day, then your students could visit or the older students could bring an abbreviated version of the day's activities to your class.

5. Use Other Multimedia Resources To Extend Learning

The Internet would provide valuable opportunities for your students to experience the language and culture of countries that speak your target language. You would want to select appropriate sites from larger cities' tourist bureaus, businesses, newspapers, etc. and bookmark them for use by students. Since you are not experienced in the language, you will need to be extremely careful about the sites you select. Bookmarking the sites will help ensure that students only visit appropriate sites.

6. Celebrate Holidays

Celebrate national holidays of countries which speak your target language. Make these special events that the students will look forward to and will enjoy. Be sure the students understand why and how these days are celebrated.

7. Study National Heroes of French-speaking Countries

Study national heroes of French-speaking countries as a part of the holiday celebrations, if appropriate. As you do science, social studies, art, music and sports emphasize people in these areas from your focal countries. Look for information on current political leaders, sports figures, writers, musicians, and artists from French-speaking countries in magazines and newspapers.

8. Imaginary Field Trips

Let the students plan imaginary field trips to French-speaking countries. Travel books and videos, as well as library materials could provide students with a source of information about places to see and visit. Use a map to show where the country is, to determine where to travel in the country and how long it will take to travel to the country and within the country.

9. Pen pals

Correspond with students from other countries, preferably students from bilingual schools.

Using Next Step en Français

General Introduction to Next Step en Français

1. We're Learning French Together.

Explain that you and your students are going to be learning something together - you are going to be learning a second language. Learning another language other than your native language (the language you learned to speak as a baby and use most often) is just learning another way to say things. Most of the time when a teacher teaches he/she knows the information being taught. Tell them that you do not know French, that you studied French in high school and/or college, or whatever is appropriate for you. Since this is something that you and the students are learning together, you all are going to have to help each other.

2. Why Learn A Second Language Early?

Tell them that language experts think it is better to learn a second language as early as possible. Talk about how babies learn to speak their native language (they hear the language; they begin making sounds then say words; they start using the words correctly and then use them in sentences; they are continuously learning new words and ways to use words together in phrases, sentences, paragraphs, etc.; and finally they learn to read and write the words, phrases, sentences, paragraphs, etc. This is the way we are going to learn French.

3. Do Any Students Speak Another Language?

Do any of your students speak another language (not just know a few words)? How did they learn this language? Do their parents, grandparents or other relatives speak another language at home? Ask them to visit your class.

4. Why Learn Another Language?

Discuss why it is important to learn another language. Show a map of the world and point out all of the countries in which French is the native language. Do any of your students know someone whose first language is French? Have they seen signs in both English and French? These questions will be more appropriate for some locales than in others. Adapt these questions as necessary.

5. Introduce the Series

Introduce **Next Step en Français** and the different components that you will be using. Explain that you will be watching ten video lessons which will provide most of the initial instruction. From the video lessons, you and the students will learn French words and about the culture of French-speaking countries. In the programs, Madame Dubois is teaching some of the children in her neighborhood to speak her native language, but she is speaking to them only in French. She uses the language in such a way that the neighbor children and the viewers understand what she is saying, even if they do not understand all of the words. Explain that they will get many different opportunities to practice the language in the **Next Step en Français Again video lessons**, the audio cassette tapes and CD ROM.

6. Make Learning Fun

Emphasize that learning a second language is just another way of saying the same things they say everyday. Make this an enjoyable experience for your students. Learning French with **Next Step en Français** is going to be FUN.

Continuing Suggestions for Next Step en Français

1. Show your interest and enthusiasm...Be involved in the learning

Be involved in the language instruction yourself. Do not turn on the video lessons and leave the room or grade papers. Be an active participant. Admit that you do not know the language and that you will be learning it with the students. They will love learning something with you. Show your interest and enthusiasm for the language. Let the students know that you are practicing the language and learning with them. It will be a worthwhile experience for everyone.

2. Provide continual language practice

Provide your students with continual practice with the language. Learning a language is not something that is done once or twice a week and forgotten until the next class time. Use the audio tape to review the vocabulary and listen to the songs whenever a spare minute exists. Make this a regular practice while washing hands for lunch, while getting books together at the end of the day, or at any other available time. Play games with the vocabulary words.

3. Display vocabulary words wherever possible

Display words in the target language throughout your classroom and possibly the entire school. The words for numbers, colors, seasons, months, days of the week, etc. are usually displayed in English as students learn to read and write these words. Add the French word for each as they are used.

4. Praise the children in French

Praise the children in French, say *Très bien* (Very good) or *Excellent!* (excellent). School supply stores have praise stickers in French. Use these on good papers done as part of non-French work. A “*Très bien*” sticker on a math paper will surely create interest at home and will be a source of pride when the student can tell their parents what the words mean.

5. Use French words whenever possible.

Bonjour or *Salut!* could be used some mornings as children enter, *Au revoir* could be used when they leave. Make it a habit to use *oui* (yes), *non* (no), *merci* (thank you), *s'il vous plaît* (please), *pardon* (pardon), and *de rien* (you're welcome) as much as possible. Mixing languages is not encouraged, but the use of these polite words can be used as stand alone comments. Count in French. Use the language as you and your students learn it. Praise students as they use French more frequently.

Lesson 1

Meeting Again

(Introduction, Greeting Situations, the Family)

Objectives

1. To learn names of family members
2. To study numbers one through ten
3. To learn the days of the week
4. To study certain colors

Vocabulary

Family Members

father	le père
mother	la mère
son	le fils
daughter	la fille
grandfather	le grand-père
grandmother	la grand-mère
brother	le frère
sister	la soeur
uncle	l'oncle
aunt	la tante
nephew	le neveu

Numbers

one (1)	un
two (2)	deux
three (3)	trois
four (4)	quatre
five (5)	cinq
six (6)	six
seven (7)	sept
eight (8)	huit
nine (9)	neuf
ten (10)	dix

Days of the Week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche

Colors

purple	violet (masculine), violette (feminine)
orange	orange
yellow	jaune
red	rouge

Culture

When French people, who know each other, meet they shake hands or kiss. Men tend to shake hands whereas women and men and women kiss on the cheeks.

On a French calendar or agenda book, you'll find that Monday is the first day of the week and not Sunday.

When counting on their fingers, the French begin with the thumb.

Information for the Teacher

1. In French, the first day of the week is Monday.
2. In French, you have to make adjectives agree in gender and number with the nouns they modify. To make an adjective feminine, you usually add an "e" to the masculine one, unless it already has an "e" in the masculine form. To make an adjective plural, you add an "s" to the singular form unless it already ends with an "s" in the singular form.

Before Viewing the Video Lesson

1. Do the general introductory activities for the series if you have not already done so.
2. Remind the students that they will not understand everything that is said on the video lesson and that this is not important because they are being immersed in the language. Hearing the language being used is very important and that only certain words and phrases will be learned from the program.
3. Listen to the Audio Cassette Tape of Lesson 1 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Madame Dubois welcomes children in her house. They brought along pictures of their families. They all sit down on the sofa and talk about each family member. The teacher introduces her own family too.

Video Clip	<i>family members</i>
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Three other students stop by Mme. Dubois' house. They introduce themselves to her. They tell her where they live. Then the teacher reminds Jay he has to leave to go to a birthday party.

Video Clip	<i>birthday party, family members, counting apples (1-10)</i>
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Back at Mme. Dubois' house, she shows the students a puzzle of the days of the week. They go over them together. Then, they play a game, "What day is it?" Each student has to guess what day Mme. Dubois is talking about.

Song	<i>days of the week</i>
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Video Clip	<i>flowers in garden, greetings</i>
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la mère
la grand-mère

le père
le grand-père

la tante

l'oncle

Follow-up Activities

1. Use the Next Step French Again to review the emphasized vocabulary.
2. Use the Audiocassette Tape for additional review. This could be done as a class activity or in the listening center for several days following the video lesson.
3. Make a week-long calendar on the blackboard. Ask students to name activities typically performed on each day, naming that day in French.
4. Make large cards with the numbers 1 – 10 written upon them. Ask students to draw out the cards, naming the number in French.
5. Show students pictures of various people. Let the children guess their likely relationships in a family.

Supplemental Activities

1. Make a suitcase type folder from construction paper or a center cut manila file folder. Write **Next Step French** on the suitcase like that on the series opening logo. Do luggage type name tags for student names. Keep copies of students' work in this suitcase.
2. Create a French family tree. Include grandparents, aunts, uncles, and cousins.
3. Re-create or talk about French birthday parties. They include all age groups from infants to grandparents. There is food, music, games, dancing, gifts, and surprises. Children dance with each other, their parents and grandparents. In the evening when the children go to sleep or to their rooms, the adults stay late dancing and partying. Foods at birthday parties include many of the same things as here: cake, soft drinks, ice cream, and candy.
4. Let the children draw, and name in French, one of their family members. Have them color the picture and tell you which colors they are using.

5. Teach the children "Joyeux Anniversaire" (same tune as Happy Birthday).

Joyeux Anniversaire
Joyeux Anniversaire
Joyeux Anniversaire, (child's name)
Joyeux Anniversaire!

Have them sing it to their classmates who are having a birthday.

6. Telephone Game: Copy the international dialing page from your local telephone book. Make a copy for each student. Instruct students in dialing internationally: (011 or *zero, un, un*) must be dialed first. Show students how country codes, and sometimes city codes, must be dialed before the regular phone number. After practice, have students write 5 international numbers (inventing the regular phone numbers) in 5 minutes. Students trade their work with a partner. The first student to 'translate' the numbers into written French form and determine the country called, wins. I.e. 011 331 649-2315 will look like, "*zero, un, un, trois, trois, un, six, quatre, neuf, deux, trois, un, cinq: France, Paris*"

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since there are words of greetings and introductions, questions and answers about how are you, and polite words.

Lesson 2

Visiting My House

(Visit in the House, Rooms and Furniture)

Objectives

1. To learn the names of different rooms in a house
2. To learn some descriptive adjectives
3. To study prepositions of location

Vocabulary

Prepositions

inside	dedans
outside	dehors
on (top of)	sur
under	sous
next to	à côté de
between	entre
inside	dans
behind	derrière

Nouns

house	la maison
car	la voiture
train	le train
boat	le bateau
den	le salon
kitchen	la cuisine
dining room	la salle à manger
garage	le garage
yard	le jardin
chair	la chaise
table	la table
armchair	le fauteuil
plate	l'assiette
bed	le lit

Verbs

sit down!	asseyez-vous!
get up!	levez-vous!

Adjectives

big/tall	grand(e)
small/short	petit(e)
new	neuf (neuve)*
old	vieux (vieille)*

Culture

French houses

1. Due to the fact that land is sparse and very expensive, most French houses are two stories and much smaller yards than American houses.
2. Most French front and backyards are surrounded by fences. French people are very territorial.

3. French houses have shutters that people close in the evening and open every morning. It gives them privacy. Shutters also protect from the heat and the cold.

Information for the Teacher

Some adjectives have irregular feminine forms:

*neuf (masculine) → neuve (feminine)
*vieux (masculine) → vieille (feminine)

Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 1.
2. Listen to the Audio Cassette Tape of Lesson 1 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.
3. Ask students previously to bring pictures of their houses or apartments and talk about them (English is appropriate here). Discuss how many floors the house has or which floor in a building they live in. How many people live in their house? What color is their house? What size is their house?

Description of the Video Lesson

The students are again at the teacher's house. They have brought along pictures of their houses. They are describing them, telling about their size, colors, etc. Patrick is embarrassed because his house is pink.

Video clips	<i>Little bird introduces, prepositions, descriptive adjectives</i>
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The teacher and students play "Simon Says" (Jacques a dit.) She tells the students to do certain things using prepositions of location (on, behind, between, in front of, under).

Video clips	<i>Looking for my shoe, Little bird - prepositions</i>
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Mme. Dubois and children are sitting around the coffee table. She shows them a house floor plan. She introduces the rooms of the house by saying where each family member is: the baby is in his room, on the bed; the sister, in the den, on a chair; the father, in the garage, behind a car; the mother, in the kitchen, between the table and the chair; the brother, outside, but he rushes inside to go to the bathroom.

Song	<i>My House (Ma Maison)</i>
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Video clips	<i>Houses (Inside and Outside)</i>
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sur
la maison

sous

petit(e)

grand(e)

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Play a "hide the shoes" game. Take a few shoes and put them under a chair (*sous la chaise*), on top of a table or desk (*sur la table*), next to someone (*à côté de _____*), in between two chairs (*entre les chaises*). Have students help you find them and tell you the place in French.
4. Draw your house, apartment, mobile home, etc. Label each room in French. Child can then say "My house has _____ bedrooms."

Ma maison a _____ chambres (bedrooms)

Ma maison a un (one) garage.

Ma maison a une (one) cuisine (kitchen).

Ma maison a un salon (living room).

Ma maison a une salle à manger (dining room).

5. Watch the second scene again. Then if teacher feels comfortable she could ask the children "Où est (child's name)?" Write the prepositions of place on board or on sentence strips. Also put pictures or draw some objects such as table and chairs. We strongly recommend not using English translation. Instead, watch the video activities involving prepositions of place until all feel relatively comfortable with their meanings. Then have a few children stand in a specific place, 'behind a chair', 'next to _____', 'in front of _____'. Teacher asks "Où est _____?". Kids respond with preposition of place and object.

6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Play "What is it" games with rooms and furniture? *Qu'est-ce que c'est?* (What is this?) The students would answer *C'est _____* (It is _____) or *Ce sont _____* (They are _____). Use pictures of rooms and furniture, or use a dollhouse and furniture.

2. Play similar games as those in the lesson where a student pretends to do an activity that would take place in a particular room and let other students guess which room he is 'in'.
3. Play with the magic box. Take any object kids know in French and ask "Où est _____?" Let kids answer you with on (*sur*), below (*sous*), inside (*dedans*), outside (*dehors*) followed by "*la boîte*" (the box).

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy with the number and color words. Add work to the suitcase folders.

Lesson 3

Buying Groceries

(Trip to the Grocery Store, Meals at Home)

Objectives

1. To learn the names of ingredients to make a pie
2. To learn words for silverware pieces
3. To learn how to say "I'm hungry, I'm thirsty"
4. To learn numbers eleven through fifteen

Vocabulary

I'm hungry	j'ai faim
I'm thirsty	j'ai soif
It was good	c'était bon
It was bad	c'était mauvais
soup	la soupe
ice cream	la glace
cake	le gâteau
lemon	le citron

Adjectives

red	rouge
green	vert(e)
dirty	sale
clean	propre
warm/hot	chaud(e)
cold	froid(e)
sweet	sucré(e)
bitter	amer(e)

Numbers

eleven (11)	onze
twelve (12)	douze
thirteen (13)	treize
fourteen (14)	quatorze
fifteen (15)	quinze

Ingredients

flour	la farine
sugar	le sucre
milk	le lait

Shapes

triangle
circle

le triangle
le cercle

Silverware, etc.

fork
spoon
knife
plate
napkin

la fourchette
la cuillère
le couteau
l'assiette
la serviette de table

Culture

French people love to eat. Their biggest meal is lunch. Most people go home for lunch since they have a two hour break.

They eat "French bread" with every meal. They buy it fresh daily at the bakery. Many people also drink a glass of red wine with their lunch and dinner.

In France, people eat a light breakfast, a big lunch, and a smaller dinner. They usually don't snack between meals.

Before Viewing the Video Lesson

1. Listen to the Audiocassette Tape of Lesson 3 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

2. Have apple cut outs or real apples. Do addition and subtraction activities with the apples. You would say "*deux et deux font quatre*" (two and two is four) or "*quatre moins deux égale deux*" (four minus two equals two). If this is too complicated for you to do in French, you can do it in English, but don't mix the languages.

3. Take an apple and split it into $\frac{1}{2}$, then $\frac{1}{4}$ and put it back together.

Description of the Video Lesson

Mme. Dubois is in the kitchen. Amy brought in her apple pie recipe. They are all at the counter talking about what you need to make an apple pie. The teacher checks what she already has and what they need to buy. She also gives them fifteen dollars for the groceries. Jay asks for a glass of milk, which gives him a milk mustache.

Song	<i>Les pommes (apples)</i>
Video clips	<i>Counting apples (11-15)</i>

The pie is made and in the oven. The teacher cleans the counter top. The pie is now ready. She takes out plates, forks, and napkins for the children. She then goes over the shape of different items in front of the students.

She then cuts a piece of pie for each student and tells them it is sweet. She asks the children if they prefer sweet or salty food.

Video clips	<i>At the restaurant</i>
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Mme. Dubois goes over the months of the year with the students. She also introduces the seasons and talks about characteristics of certain months and seasons.

Video clips	<i>Food</i>
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les pommes

grand(e)

petit(e)

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Go over the culture section. Make comparisons between meal customs in the US and French speaking countries. You may want to make a Venn Diagram and compare meal customs, schedules and briefly touch on the number of after school activities.
4. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Ask for volunteers to participate in a taste test. Blindfold a child, and give him samples of sweet/salty items to taste – allowing class to view items. These items can be those the children have just learned: soup (*la soupe*), ice cream (*la glace*) and cake (*le gâteau*). Ask child if what he tastes is “*sucré*” (sweet) or “*salé*” (salty).
2. You could role-play a restaurant situation. Have 3 or 4 children up front sitting at a table with some eating utensils but missing others. The child would ask “*Où est...*” (Where is...) *mon couteau?* (my knife?); *mon assiette?* (my plate?); *ma fourchette?* (my fork); *ma cuillère?* (spoon); *ma serviette?* (napkin). Another child (as a waiter) gives it to them. If they want to say “Here,” ask them to say “*Voilà*.” Then the “customer” would say “*Merci beaucoup*”.

3. Create a big graph on the board with a row for each month of the year. Give each child a post-it note and have them write in the number and month when they were born (or their birthday). Then have them come to board and stick their post-it note under the right month. The teacher could ask the children "*Combien d'enfants sont en month?*" (How many children are in ____?) the children can count them and give you the answers.

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since these are words related to foods and colors. Add to the Next Step French suitcase folders.

Lesson 4

Growing Up Healthy

(Trip to the Doctor, Parts of the Body)

Objectives

1. To learn action verbs
2. To learn body parts
3. To learn verbs related to body parts (to hear...)
4. To review months (January through May)

Vocabulary

Verbs

to walk	marcher
to march	marcher au pas
to run	courir
to dance	danser
to throw	lancer
to kick (a ball)	shooter
to jump	sauter
to ride a bike	faire du vélo
to turn	tourner
to smell	sentir
to listen to	écouter
to see	voir
to taste	goûter
to touch	toucher
to open	ouvrir
to close	fermer

Body Parts

ears	les oreilles (F)*
eyes	les yeux (M)
nose	le nez
mouth	la bouche
hands	les mains (F)
arms	les bras
legs	les jambes
feet	les pieds

Months

January	janvier
February	février
March	mars
April	avril
May	mai
to the left	à gauche
to the right	à droite
drawer	le tiroir
window	la fenêtre
door	la porte

Culture

In French, when abbreviating a date, you start with the day, then the month and year. For example, 12-1-68 is January 12th, 1968.

In France, soccer is the number one sport, then come tennis and cycling. French schools don't have sports teams. They just offer P.E. Anyone who wants to play a team sport can join a local league.

Information for the Teacher

*(F) and (M) indicate the gender, feminine or masculine, of a noun, since in the plural form the article "les" is the same for both masculine and feminine nouns.

Description of the Video Lesson

Two students are at Mme. Dubois' house. A third one, Taylor comes in. She just finished a dance lesson. Mme. Dubois suggests to play a game. She tells the students to do certain things, a certain way. The students have to figure out what it is and do it (dance, slow, fast; march; jump; turn.)

Video Clips	<i>At a dance studio, In the yard</i>
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Each student was given a different ball. They each have to describe it. Then, they say where they can put it: on head, nose, under feet. Then, they all sing the French song "Alouette" introducing different body parts such as: head, nose, hands and feet.

Video Clips	<i>Open/close doors, Drawers/windows, Car turning left/right</i>
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Mme. Dubois and the children are gathered round the coffee table, looking at a grid. On one side are body parts, on the other, balls. The students have to tell her what body part you can use to play different ballgames (basketball, baseball, soccer, and football.)

Video Clip	<i>At the doctor's</i>
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Song	<i>En haut, en bas (up, down)</i>
Video Clips	<i>Little bird introduces more prepositions, Months</i>



les oreilles
les bras
en bas
cours

les yeux
les jambes
lance
marche

le nez
les pieds
tourne
à gauche

la bouche
en haut
vole
à droite

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Have children draw themselves and label the body parts that they have learned.
4. Teacher could play "Simon Says" by using the vocabulary words. She would say "*Jacques a dit marchez* (walk), *tournez* (turn), *dansez* (dance), *écoutez* (listen), *touchez ...* (touch...) *le nez* (the nose), *les yeux* (the eyes), etc...
5. Pick 4 action phrases from the following list. *Je marche* (I'm walking), *Je cours* (I'm running), *Je marche au pas* (I'm marching), *Je danse* (I'm dancing), *Je lance le ballon* (I throw the ball), *Je shoote le ballon* (I kick the ball), *Je saute* (I'm jumping), *Je fais du vélo* (I ride a bike). Fold paper in grids of 4-6 boxes. Write one sentence on each grid. (Note: 4th and 5th grade students should be able to copy the phrases themselves) Run copies for kids. Have them draw themselves in each box drawing the appropriate action. Again we recommend no English translations. Watch show until you're comfortable with the phrases.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Draw picture of 'person' divided into body parts. This 'person' can be related to the most recent holiday (i.e. *la skelette* (skeleton); *le Père Noël* (Santa Claus); *le lapin* (rabbit), etc.) Make a copy for each student. Ask students to cut out the parts, glue them in their proper placement on construction paper, and to label each

part in French. These words can then be read to the teacher or another student for oral practice.

2. Class vs. Teacher Game. Cut out pictures of (or draw) people performing the actions in the Verb Vocabulary (walking, jumping, running, opening, etc.). Point to a card, say the French word for the action, with the students repeating. Do this several times with different pictures, and then make a mistake! (Ex.: Call “*marcher*” (to walk) “*sauter*” (to jump).) If the class repeats the wrong word, the TEACHER gets a point. If they are SILENT, they get a point.

Remember to use the vocabulary words as much as possible in class during the next week. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say “Lève la main”, etc. Continue to add to the Next Step French suitcase folder.

Lesson 5

Choosing a Present

(Trip to the Department Store, Clothing)

Objectives

1. To learn shapes and colors
2. To learn names of sports
3. To go over seasons
4. To study more descriptive adjectives
5. To learn names of leisure activities
6. To learn about the weather
7. To learn months (June through August)

Vocabulary

Shapes

triangle	le triangle
circle	le cercle
square	le carré
rectangle	le rectangle

Sports

soccer	le foot/le football
baseball	le baseball
basketball	le basket
football	le football américain

Seasons

spring	le printemps
summer	l'été (m)
fall	l'automne (m)
winter	l'hiver (m)

Adjectives

pretty	joli(e)
ugly	laid(e)
clean	propre
dirty	sale

Activities

to swim	nager
to rollerskate	faire du patin à roulettes
to swing	se balancer
to play	jouer

Weather

it's sunny
it's raining
it's snowing
it's cloudy
it's windy

il fait du soleil
il pleut
il neige
il y a des nuages/il fait gris
il y a du vent/il fait du vent

Months

June
July
August

juin
juillet
août

Numbers

sixteen (16)
seventeen (17)
eighteen (18)
nineteen (19)
twenty (20)

seize
dix-sept
dix-huit
dix-neuf
vingt

Nouns

pool
street
park
hat
jacket

la piscine
la rue
le parc
le chapeau
le blouson

Culture

In France, the weather is mostly temperate: never extremely hot or cold. Therefore, cars and houses do have heat, but not air conditioning. Since it is not humid, there are few insects and windows don't have screens.

Information for the Teacher

In France, *le foot* or *le football* only refers to soccer since American football is not played. *Le basket* is short for basketball. In France, people do not play baseball.

Before Viewing the Video Lesson

Listen to the Audio Cassette Tape of Lesson 5 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Mme. Dubois just came back from shopping when four students drop by to visit.

She shows them what she bought: a present for her brother. She also shows them a triangle pencil box for her niece. She then hands out one of her other purchases to each student who has to describe it (color and shape.)

Amy, who is holding a soccer ball, says she loves soccer and that she has a game today. She also tells them what she has to wear when she plays: a shirt and some shoes.

Video Clips	<i>Soccer game, Shapes, Different sports, Summer months, Children's activities, Buying a sport present</i>
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Mme. Dubois and the children are all sitting around the table. On the coffee table are different items of clothing. Mme. Dubois suggests they play a game. She is going to say a particular descriptive adjective. The students will have to pick an item of clothing from the table that fits the description best. For example, ugly hat, pretty dress, short shorts, long pants, clean socks, dirty shoes, big t-shirt, small vest.

Video Clip	<i>Weather</i>
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Song	<i>Kids' Activities</i>
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Video Clip	<i>Counting Apples (16-20)</i>
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le printemps
le football américain
le chapeau

l'été
le basket
le blouson

l'automne
le baseball

l'hiver
le foot

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Group months of the year according to season. Then put a picture of each season in a corner of the room. Have kids stand under the season when they were born.

4. Ask kids “*Quel temps fait-il en...*” (What temperature is it in...) “*printemps?*” (spring), “*automne?*” (fall), “*été?*” (summer), “*hiver?*” (winter)? Kids will tell you the weather for each. “*Il neige.*” (It snows), “*Il fait du soleil.*” (It’s sunny), “*Il pleut.*” (rains), “*Il fait du vent.*” (It’s windy).

5. Ask students to choose one of the four sports from the lesson and to draw anything related to that sport (equipment, playing area, uniforms, etc.) that incorporates the shapes studied (triangle, circle, square and rectangle). When their drawings are complete, ask children to label the shapes that they found in their sport. i.e. *le triangle* (triangle), *le cercle* (circle), *le carré* (square), *le rectangle* (rectangle). Post these drawings on the wall and ask students to count in French how many of each shape the class drew in total.

Supplemental Activities

1. Talk about the difference in seasons between northern and southern hemispheres. It is the opposite. Many French-speaking countries lie in the southern hemisphere and have only two seasons – hot and rainy and hot and dry. Make comparisons with cities that are like that in United States.

2. Show a map of the world. Find Canada, Senegal and Madagascar on the map. Ask students which countries might have climates closest to that of the U.S. Mention that all of these are French-speaking countries. Point out France on the map. Ask students to imagine how French came to be spoken in such distant countries from France and discuss.

3. Show kids a ball or pictures of several sports. The children will tell you what season the sport is played in.

Remember to use the vocabulary words as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare minute, even while waiting in line, review vocabulary words in fun ways. Continue to add to the Next Step French suitcase folders.

Lesson 6 Playing with Animals

(Trip to a Farm, Animals, Pets)

Objectives

1. To learn names of animals and what they do
2. To listen to the story "The Tortoise and the Hare"
3. To study verbs which describe how animals move around
4. To play the guessing game: "What Animal am I?"

Vocabulary

Animals

cat	le chat
dog	le chien
turtle	la tortue
bird	l'oiseau (m)
fish	le poisson
rabbit	le lapin
iguana	l'iguane (m)

Verbs

to drink	boire
to eat	manger
to play	jouer
to go out	sortir
to wash oneself	se laver
to sleep	dormir
to swim	nager
to fly	voler
to jump	sauter

Adjectives

favorite	préfér(e)
wet	mouillé(e)
dry	sec (sèche)

Who am I?

Qui suis-je?

Culture

The French have the most dogs per inhabitant in Europe. Even people who live in apartments own dogs. It creates problems of cleanliness in the streets and on sidewalks. Cities rely on a "special patrol": the pooper scoopers, to keep their streets clean.

Before Viewing the Video Lesson

Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.

Description of the Video Lesson

Mme. Dubois and the children are around the coffee table looking at fish in a bowl. The fish are hungry. They give them something to eat. Then they talk about their color. Then Mme. Dubois brings out a toy fish and starts describing it and what it does. Mme. Dubois then tells the students the story about the hare and the turtle. She asks the students which one they prefer: the hare or the turtle. One of the girls says she likes cats best.

Song	<i>Mon chat (My cat)</i>
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Video Clips	<i>Animals (Pets), Milou the dog</i>
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Mme. Dubois tells the students about certain animals and also asks them how those animals move around. Insects and roosters fly. Fish swim. Horses and sheep walk, run and jump. Rabbits run and jump. Cows walk and ruminate. Frogs swims and jump. Turtles walk and swim. Then Patrick scares Mme. Dubois with a rubber snake he pulls from behind his back.

Video Clips	<i>Animals in motion, Children and their pets</i>
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Game: Mme. Dubois asks children to imitate certain animals: a cow; a rooster; a fish and a frog.

Video Clip	<i>Animal guessing game</i>
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le chat
le poisson
vole

le chien
le lapin
saute

la tortue
l'iguane
marche

l'oiseau
nage
glisse

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to pets. Use pictures, toys or stuffed animals to represent the vocabulary words. Encourage the use of "I like"... (*J'aime...*).

4. Review vocabulary words related to locomotion – the way animals move. Show an animal and the children will give you the word for the movement the animal makes. *Nage* (swims), *cours* (runs), *marche* (walks), *saute* (hops), *glisse* (slithers), *vole* (flies). If your children are ready to say sentences, they can add the subject to the acting verb, i.e: *Le poisson nage*. (The fish swims.)

5. Using pictures, toys or stuffed animals let students tell the color of each animal. For example: *Le lapin est blanc* (the rabbit is white).

6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson. Write sentences in French.

Supplemental Activities

1. Create a grid with 6 blocks. In each box put the following phrases. Have children illustrate story.

- i. *La Tortue et La Lièvre.*
(The Turtle and the Hare.)
- ii. *La tortue et la lièvre faisaient une course.*
(The turtle and hare were in a race.)
- iii. *La lièvre sautait vite.*
(The hare jumped quickly.)
- iv. *La tortue marchait lentement.*
(The turtle walked slowly.)
- v. *La gagnait la course.*
(The turtle won the race.)
- vi. *La lièvre était triste.*
(The hare was sad.)

2. Have kids draw their favorite pet. Then write "*Mon chien* (My dog), *chat* (cat), *oiseau* (bird) *poisson* (fish), *ma tortue* (turtle), *s'appelle* ('s name is...).

3. Draw a line from action to animal.

<i>poisson</i> (fish)	<i>vole</i> (flies)
<i>lapin</i> (rabbit)	<i>nage</i> (swims)
<i>chien</i> (dog)	<i>saute</i> (jumps)
<i>chat</i> (cat)	<i>cours</i> (runs)
<i>iguane</i> (iguana)	<i>marche</i> (walks)

4. Create a booklet of the cat song. First, write the lyrics in sequence. Then, illustrate it and have the children sing it by following the words in their booklets. The lyrics are the following.

My cat eats.
My cat drinks water.
My cat plays a lot.
My cat walks.
My cat jumps.
My cat cleans himself.
My cat sleeps.

Mon chat mange.
Mon chat boit de l'eau.
Mon chat joue beaucoup.
Mon chat marche.
Mon chat saute.
Mon chat se lave.
Mon chat dort.

Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible. Continue to add the Next Step French suitcase folders

Lesson 7 Visiting in the School

(School items and Classes)

Objectives

1. To learn names of school supplies and activities
2. To learn names of months (September through December)
3. To study numbers 21 through 25

Vocabulary

Nouns

pencil	le crayon
book	le livre
paper	le papier
scissors	les ciseaux
colored pencil	le crayon de couleur
ruler	la règle
eraser	la gomme
glue	la colle

Verbs

to read	lire
to draw	dessiner
to glue	coller
to write	écrire
to cut	découper
to erase	effacer
to measure	mesurer
to count	compter
to like/to love	aimer

Months

September	septembre
October	octobre
November	novembre
December	décembre

Numbers

twenty-one (21)	vingt-et-un
twenty-two (22)	vingt-deux
twenty-three (23)	vingt-trois
twenty-four (24)	vingt-quatre
twenty-five (25)	vingt-cinq

Culture

1. French schools' schedule
(8:30 AM – 11:30 AM & 1:30 PM – 4:30 PM)
2. Many French students walk or ride their bikes or mopeds to school.
3. French students must study two foreign languages: one for seven years and the other for five years, in order to graduate from high school.
4. They must pass a difficult exit exam "Le Baccalauréat" at the end of high school in order to be able to enter college.

Information for the Teacher

From the time they enter kindergarten, at age three, until they complete high school, French students go through four different schools.

- | | |
|--|--------------------|
| 1. L'école maternelle | 3 to 5 years old |
| 2. L'école primaire | 6 to 10 years old |
| 3. Le C.E.S. (collège d'enseignement secondaire) | 11 to 14 years old |
| 4. Le lycée | 15 to 18 years old |

Before Viewing the Video Lesson

Listen to the Audio Cassette Tape of Lesson 7 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Mme. Dubois is at the board. She draws certain school objects on the board that the children have to guess: a book, a ruler, a pencil, scissors, an eraser, some glue. She also tells them what you do with them: you read, measure, write, cut, erase and glue.

Video Clips	<i>At school, Months, School subjects</i>
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Mme. Dubois asks the children what their favorite school subject is. Matt prefers art, Lauren soccer and Ryan math. Mme. Dubois then teaches the children how to measure in centimeters: a hand, a foot, a knee, a book and a crayon box. Then they ask Mme. Dubois what *her* favorite class in school was. It was music.

Video Clips	<i>At school, Fractions, Counting apples (21-25)</i>
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Matt has to leave. The two girls left have cleaned up for the teacher. Mme. Dubois then explains to them how you compare things or people in French. They compare each other's height, hands and mouths. Mme. Dubois has the biggest mouth.

Song	<i>Nous aimons l'école (We like school)</i>
Video Clip	<i>School Supplies</i>



***le crayon
la colle
découpe***

***le livre
lis
efface***

***le papier
dessine
mesure***

***les ciseaux
colle
compte***

***la règle
écrit***

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Create cut outs with the name of each month. Then scramble them and have the students put them back in order.
4. Have the kids make a classroom 12-month calendar in French. Depending on the size of your class, assign one month to a pair of children. They need to illustrate each month with something representative of that month. After the children are done with their month, you can either tape the 12 months separately on the wall or staple them together to create a calendar.
5. Using the calendar the children made, go over the date every day, in French. You will ask "*Quelle est la date?*" The children will say the day, either "*lundi, mardi, mercredi, jeudi, vendredi, samedi, or dimanche*", then *le* (number) (month).
6. Hot/Cold Pronunciation Game: Create a flashcard for each school supply vocabulary item. Choose a student to go out into the hall, while one of the cards is hidden. When student re-enters to search for the hidden card, the class says the vocabulary word LOUDER as the student gets progressively closer to it. (Ensure that students use the vocabulary word, in lieu of "hot/cold", in order to practice their vocabulary pronunciation.)
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children in the lesson.

Supplemental Activities

1. Each child creates a weekly calendar. Children fill it in with their weekly school schedule. Have them put art, music, PE, computer, Math, French (in French).
2. Teacher or children can ask each other “*Qu’est-ce que tu prends le (day)?*” (What do you take on _____?). Student responds “*Je prends.....*” (I take...) *l’arte* (art), *l’éducation physique* (P.E.), *la musique* (music), *les maths* (math) *le français* (French), etc.
3. Have children measure classroom objects in centimeters and tell you in French how many centimeters the object measures.
4. Group several classroom objects (books, pencils, rulers, crayons). Ask “*Il y a combien de _____?*” (How many _____ are there?) Students respond in French.
5. Have a grid with removable numbers. Take one number out at the time. Ask which number is missing or “*Quel numéro manque?*” Children respond in French.
6. Roll 2 or 3 dice. Have kids tell you total number was rolled.

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since there are words related to school and school supplies. Continue to add to the Next Step French suitcase folder.

Lesson 8 Places in Town

(Buildings and People in the Community)

Objectives

1. To learn names of certain professions
2. To study names of certain workplaces
3. To learn and review prepositions of location
4. To learn how to give directions

Vocabulary

Nouns

fireman	le pompier
doctor	le docteur/le médecin
librarian	la bibliothécaire
baker	le boulanger
hospital	l'hôpital
library	la bibliothèque
bakery	la boulangerie
north	le nord
south	le sud
east	l'est (m)
west	l'ouest (m)

Prepositions

near	près de
far from	loin de
next to	à côté de
between	entre

Information for the Teacher

Watch out for the false cognate "librairie." This word means bookstore. "Library" in French is "la bibliothèque."

Before Viewing the Video Lesson

1. Review previous vocabulary words.
2. Listen to the Audio Cassette Tape of Lesson 8 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Mme. Dubois is talking to the children about different professions. On the coffee table are several items that relate to different professions. The teacher tells the children about each one: the hat of a baker, the stethoscope of a M.D., the helmet of a fireman, the reading glasses of a librarian.

Then, each student has to describe the profession assigned to them.

Video Clips	<i>Professions, At the bakery</i>
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Mme. Dubois shows the students a city map. She asks the different “pretend workers” where each one works: the M.D. works at the hospital, the baker at the bakery, the librarian at the library. She then asks the students to locate different buildings using prepositions such as: near, between, next to and far from.

Video Clips	<i>Public places, Little bird introduces, More prepositions of location</i>
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Song	<i>Allons en ville</i>
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Mme. Dubois shows students a city map. She asks each student to take a toy car and to go to a certain place. Each student explains how he gets there using the direction terms: east, west, north and south.

Video Clip	<i>East, West, North, South</i>
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le pompier
le boulanger

le docteur/le médecin
la boulangerie

la bibliothécaire
l'hôpital la bibliothèque

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center following viewing the video lesson.
3. In French, practice giving directions using left, right, north, south, east and west.
4. On a sheet of butcher paper, draw a large circle simulating a city (*une ville*). Have flashcards of various buildings placed in the ‘city’. Ask students to say in which direction of the city the buildings are found. i.e. “*La bibliothèque est au nord.*” (The library is to the north.)
5. In the town that you have created (#4), or using miniature buildings, hide pictures of the librarian (*la bibliothécaire*), the fireman (*le pompier*), the doctor (*le*

docteur/le médecin), and the baker (*le boulanger*). Ask the students, “*Où est le...*” (Where is the...?) followed by a profession. Students will answer, “*dans*” (in), “*à côté de*” (next to), “*entre*” (between) – followed by a building name.

6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Draw your city or an imaginary town area or pull the one you drew for Level I. Find the bakery (*la boulangerie*), hospital (*l'hôpital*), fire station (*la station de pompiers*), and the library (*la bibliothèque*). Ask children “*Où est _____?*” The children will respond with preposition of place: *à côté de* (next to), *entre* (in between), *près de* (near), *loin de* (far).

2. Show kids a map. Ask them where a country is in comparison to the U.S. They will respond by saying *au nord*, *au sud*, *à l'est*, *à l'ouest*.

Remember to use the vocabulary words as much as possible in class during the next week. Add words and materials to the Next Step French suitcase folder.

Lesson 9

Zoo Animals

(Calendar, Weather, Seasons)

Objectives

1. To learn names of certain animals
2. To learn verbs of motion regarding those animals
3. To learn names of some continents
4. To study and review some descriptive adjectives

Vocabulary

Nouns of Animals

monkey	le singe
elephant	l'éléphant
polar bear	l'ours polaire (m)
tiger	le tigre
wild boar	le phacochère
giraffe	la girafe
flamingo	le flamand rose
lion	le lion
turtle	la tortue
octopus	la pieuvre
penguin	le pingouin
snake	le serpent

Verbs

to climb	grimper
to walk	marcher
to swim	nager
to be sleepy	avoir sommeil

Continents

North America	l'Amérique du Nord (f)
South America	l'Amérique du Sud (f)
Africa	l'Afrique (f)
Asia	l'Asie (f)
Australia	l'Australie (f)
Antarctica	l'Antartique (m)
Europe	l'Europe (f)

Adjectives

beautiful
tall
wet
ferocious
small
ugly

beau (belle)
grand(e)
mouillé(e)
féroce
petit(e)
laid(e)

Information for the Teacher

In French schools, children learn that there are five continents: America, Europe, Asia, Africa and "Océanie" which encompasses Australia, the South Pacific Islands and New Zealand.

Before Viewing the Video Lesson

1. Listen to the Audio Cassette Tape of Lesson 9 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Mme. Dubois is talking to students who have each brought two stuffed animals. She tells them the name of those animals and on what continent they live, placing each animal on its corresponding continent on a world map.

Video Clips

Zoo animals in action, Descriptions of zoo animals

Mme. Dubois and students talk about the physical characteristics of certain animals. The giraffe and the flamingo have a long neck. The monkeys have long legs, arms and tail. The zebra, the tiger, the elephant, the giraffe and the lion have long tails. The lion also has a mane. The elephant has large ears and a trunk. The tiger has stripes, and so does the tiger.

Also they go over how some animals move around: flamingos fly, elephants, monkeys, giraffes, tigers, zebras and lions run.

Video Clips

Zoo animals in action, Descriptions of zoo animals

Game: Each student grabs an animal from a bag, says what it is, what it looks like and where it lives.

Song

Nous allons au zoo



*le singe
nage*

*l'éléphant
féroce*

le tigre

le lion

grimpe

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Have pictures of zoo animals. Group them by physical characteristics. You could write "*quatre pattes*" (four legs) "*deux pattes*" (two legs), "*a rayures*" (has stripes), "*cou long*" (long neck).
4. Using the same pictures as activity two. group animals by the way they move.
5. Create a graph of animal locomotion. Put the actions on the top "*courent, marchent, sautent, rampent, nagent*" (run, walk, jump, crawl and swim). Put pictures of the animals in the appropriate graph square.
6. Have students draw 1-2 animals. Have them label animal body parts and colors. An alternative: students draw "Crazy Animals" with parts from various species put together and labeled.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Have a global map. Have cut-outs of pictures of animals. Show animal. Student names it in French and puts it on right continent on the board.
2. Using a large "Twister"-type game mat, place drawings of various animal parts on the circles. Students close their eyes and toss a beanbag onto the mat, opening their eyes and naming the animal part the beanbag lands upon and an animal possessing that part.

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning ask the students in French what day is today (Quel jour sommes-nous?) and they should answer with "Aujourd'hui c'est _____."

Lesson 10 Celebrating with Friends

(Nature, Sports, Birthday)

Objectives

1. To review vocabulary learned throughout the previous nine lessons
2. To hear the story "The Lion and the Mouse"
3. To learn two songs: "Frère Jacques" and "Tête-Epaules-Genoux et Pieds"

Vocabulary

I'm _____ years old.

I'm from _____.

All is well that ends well.

head

shoulder

knee

foot

mouse

J'ai _____ ans.

Je viens de _____.

Tout est bien qui finit bien.

la tête

l'épaule (f)

le genou

le pied

la souris

Information for the Teacher

In France, when you introduce a person to another you say: "Paul, je te présente Pierre" (Paul, this is Pierre). Both people then shake hands and say: "Enchanté" (Pleased to meet you).

Before Viewing the Video Lesson

1. Tell the students that this is the last program in the Next Step French series. Review with them the things they have learned this year.
2. Listen to the Audio Cassette Tape of Lesson 10 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Jeremy, a nine-year-old French boy is visiting Mme. Dubois who introduces him to the other children. They ask him how old he is and where he is from. Two more children drop by. They decide to play a game. They blindfold students who, through asking questions, have to guess who is in front of them.

Video Clips	<i>Review adjectives, Houses, Animals Prepositions</i>
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Mme. Dubois tells them the story of "The Lion and the Mouse." One day, in the forest, a lion catches a little mouse. The petrified rodent manages to persuade the lion to let her go. Some time later, the mouse finds the lion caught in a trap. He

begs the mouse to help him out. The mouse remembers how the lion let her go instead of eating her and, with her little teeth, frees the lion from the net. All is well that ends well.

Video Clips	<i>Open/Close, Soccer, Weather</i>
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Song	<i>Mon chat (My cat)</i>
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Mme. Dubois and children decide to sing “Frère Jacques” and “Tête, épaules, genoux et pieds (head, shoulders, knees and toes.)”

Video Clips	<i>Fish, Professions</i>
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Song	<i>Nous allons au Zoo</i>
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il fait beau
il neige

c'est nuageux
le triangle

il pleut
le carré

il fait orage
le cercle

Follow-up Activities

1. Use the Next Step French Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Who had a birthday party in the program? What kind of party was it? Review the words related to a birthday party. *Joyeux Anniversaire* is Happy Birthday in French.
4. Discuss in French the words related to sports by using different types of balls. Refer back to the graph made before viewing the program and change the sports names to French names for those sports.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. In PE play the different sports learned in the program. Ask the PE teacher to explain the differences in sports in the United States and in other countries of the world.
2. Invite a high school soccer coach to your class to explain the popularity of soccer through out the world. Ask them to talk about some of the players who are

known the world over. Why would soccer be so popular in other countries and just growing in popularity here?

3. In music sing the Happy Birthday song as it is done in French-speaking countries. Listen to French music and talk about the rhythm and the types of instruments used.

4. Have a party to celebrate learning French. Have French foods from different countries as part of the celebration, sing French songs and afterwards, play a game of soccer.

Remember to review the vocabulary words as much as possible in class during the rest of the year. Encourage the students to use the language. Give them many different opportunities to experience the language even after you have finished viewing the lessons in Next Step en Français.

Vocabulary

Lesson 1

father
mother
son
daughter
grandmother
brother
sister
uncle
aunt
nephew

le père
la mère
le fils
le grand-père
la grand-mère
le frère
la soeur
l'oncle
la tante
le neveu

one (1)
two (2)
three (3)
four (4)
five (5)
six (6)
seven (7)
eight (8)
nine (9)
ten (10)

un
deux
trois
quatre
cinq
six
sept
huit
neuf
dix

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

purple
orange
yellow
red

violet (masculine), violette (feminine)
orange
jaune
rouge

Vocabulary

Lesson 2

inside
outside
on (top of)
under
next to
between
inside
behind

dedans
dehors
sur
sous
à côté de
entre
dans
derrière

house
car
train
boat
den
kitchen
dining room
garage
yard
chair
table
armchair
plate
bed

la maison
la voiture
le train
le bateau
le salon
la cuisine
la salle à manger
le garage
le jardin
la chaise
la table
le fauteuil
l'assiette
le lit

sit down!
get up!

asseyez-vous!
levez-vous!

big/tall
small/short
new
old

grand(e)
petit(e)
neuf (neuve)*
vieux (vieille)*

Vocabulary

Lesson 3

I'm hungry
I'm thirsty
It was good
It was bad
soup
ice cream
cake
lemon

red
green
dirty
clean
warm/hot
cold
sweet
bitter

eleven (11)
twelve (12)
thirteen (13)
fourteen (14)
fifteen (15)

flour
sugar
milk

triangle
circle
fork
spoon
knife
plate
napkin

j'ai faim
j'ai soif
c'était bon
c'était mauvais
la soupe
la glace
le gâteau
le citron

rouge
vert(e)
sale
propre
chaud(e)
froid(e)
sucré(e)
amer(e)

onze
douze
treize
quatorze
quinze

la farine
le sucre
le lait

le triangle
le cercle
la fourchette
la cuillère
le couteau
l'assiette
la serviette de table

Vocabulary

Lesson 4

to walk	marcher
to march	marcher au pas
to run	courir
to dance	danser
to throw	lancer
to kick (a ball)	shooter
to jump	sauter
to ride a bike	faire du vélo
to turn	tourner
to smell	sentir
to listen to	écouter
to see	voir
to taste	goûter
to touch	toucher
to open	ouvrir
to close	fermer
ears	les oreilles (F)*
eyes	les yeux (M)
nose	le nez
mouth	la bouche
hands	les mains (F)
arms	les bras
legs	les jambes
feet	les pieds
January	janvier
February	février
March	mars
April	avril
May	mai
to the left	à gauche
to the right	à droite
drawer	le tiroir
window	la fenêtre
door	la porte

Vocabulary

Lesson 5

triangle
circle
square
rectangle

le triangle
le cercle
le carré
le rectangle

soccer
baseball
basketball
football

le foot/le football
le baseball
le basket
le football américain

spring
summer
fall
winter

le printemps
l'été (m)
l'automne (m)
l'hiver (m)

happy
ugly
clean
dirty

joli(e)
laid(e)
propre
sale

to swim
to rollerskate
to swing
to play

nager
faire du patin à roulettes
se balancer
jouer

it's sunny
it's raining
it's snowing
it's cloudy
it's windy

il fait du soleil
il pleut
il neige
il y a des nuages/il fait gris
il y a du vent/il fait du vent

June
July
August

juin
juillet
août

sixteen (16)
seventeen (17)

seize
dix-sept

eighteen (18)
nineteen (19)
twenty (20)

dix-huit
dix-neuf
vingt

pool
street
park
hat
jacket

la piscine
la rue
le parc
le chapeau
le blouson

Vocabulary

Lesson 6

cat
dog
turtle
bird
fish
rabbit
iguana

le chat
le chien
la tortue
l'oiseau (m)
le poisson
le lapin
l'iguane (m)

to drink
to eat
to play
to go out
to wash oneself
to sleep
to swim
to fly
to jump

boire
manger
jouer
sortir
se laver
dormir
nager
voler
sauter

favorite
wet
dry

préfér  (e)
mouill  (e)
sec (s  che)

Who am I?

Qui suis-je?

Vocabulary

Lesson 7

pencil
book
paper
scissors
colored pencil
ruler
eraser
glue

to read
to draw
to glue
to write
to cut
to erase
to measure
to count
to like/to love

September
October
November
December

twenty-one (21)
twenty-two (22)
twenty-three (23)
twenty-four (24)
twenty-five (25)

le crayon
le livre
le papier
les ciseaux
le crayon de couleur
la règle
la gomme
la colle

lire
dessiner
coller
écrire
découper
effacer
mesurer
compter
aimer

septembre
octobre
novembre
décembre

vingt-et-un
vingt-deux
vingt-trois
vingt-quatre
vingt-cinq

Vocabulary

Lesson 8

fireman
doctor
librarian
baker
hospital
library
bakery
north
south
east
west

near
far from
next to
between

le pompier
le docteur/la médecin
la bibliothécaire
le boulanger
l'hôpital
la bibliothèque
la boulangerie
le nord
le sud
l'est (m)
l'ouest (m)

près de
loin de
à côté de
entre

Vocabulary

Lesson 9

monkey
elephant
polar bear
tiger
wild boar
giraffe
flamingo
lion
turtle
octopus
penguin
snake

to climb
to walk
to swim
to be sleepy

North America
South America
Africa
Asia
Australia
Antarctica
Europe

beautiful
tall
wet
ferocious
small
ugly

le singe
l'éléphant
l'ours polaire (m)
le tigre
le phacochère
la girafe
le flamand rose
le lion
la tortue
la pieuvre
le pingouin
le serpent

grimper
marcher
nager
avoir sommeil

l'Amérique du Nord (f)
l'Amérique du Sud (f)
l'Afrique (f)
l'Asie (f)
l'Australie (f)
l'Antartique (m)
l'Europe (f)

beau (belle)
grand(e)
mouillé(e)
féroce
petit(e)
laid(e)

Vocabulary

I'm _____ years old.

I'm from _____.

All is well that ends well.

head

shoulder

knee

foot

mouse

Lesson 10

J'ai _____ ans.

Je viens de _____.

Tout est bien qui finit bien.

la tête

l'épaule (f)

le genou

le pied

la souris